PDHPE K–6 Syllabus – Physical Activity and Fundamental Movement Skills

Stage	Outcomes	Key inquiry question	Content
Early Stage 1	Movement Skill and Performance PDe-4 practises and demonstrates movement skills and sequences using different body parts PDe-5 explores possible solutions to movement challenges through participation in a range of activities PDe-11 demonstrates how the body moves in relation to space, time, objects, effort and people Healthy, Safe and Active Lifestyles PDe-6 explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7 PDe-8 explores how regular physical activity keeps individuals healthy	How do we move our bodies? How can we solve problems when moving? What choices can help make me safe, supported and active?	 demonstrate a variety of movement skills and movement sequences, for example: perform non-locomotor skills, eg bending, twisting, swaying, reaching perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line perform object control skills to send, control and receive objects at different levels and in different ways, eg throwing, catching, bouncing, striking, kicking, rolling maintain stability on different bases of support, eg standing on one foot, lunging to one side, squatting participate in games with and without equipment, for example: (ACPMIP009) participate in games from a range of cultures, eg local community-endorsed Aboriginal and/or Torres Strait Islander games participate in minor games responding to stimuli, eg cooperation games, imagination games, simple ball games test possible solutions to movement challenges through trial and error, for example: trial a number of techniques when trying new movement activities, eg position, focus, direction make connections between feelings, thoughts, body reactions and body language, for example: participate in games and physical activities and recognise how it can benefit their mental health, eg increased self-esteem, feeling calm and relaxed participate in different physical activities and explain their body's response before, during and after the activity share what they enjoy about being physically active and describe how it feels to be included and to work collaboratively with their peers compare the physical activities in which they participate and create a personal list of preferred physi

Stage 1	Movement Skill and Performance PD1-4 performs movement skills in a variety of sequences and situations PD1-5 proposes a range of alternatives to solve movement challenges through participation in a range of activities	What are the different ways we can move our body?	 demonstrate movement skills and movement sequences in a variety of contexts, for example: perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling demonstrate stability and body control balances, eg vee sit, lunge, knee scale, arabesque demonstrate balances on different parts of the body and make different shapes, eg using three body parts, one hand and one foot combine fundamental movement skills to perform a simple movement sequence
	PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences		 apply movement concepts to create and perform movement sequences, for example: demonstrate changes in speed, direction and level of movement in response to changes in music tempo, eg in rhythmic and expressive activities create, follow, repeat and alter movement sequences in response to rhythm, music or words, eg rhythmic and expressive activities, minor games construct and perform creative and original movement sequences in response to stimuli, eg rhythmic and expressive activities perform movements using relationships, eg under, over, through and between objects, people and equipment
		How can we move and improve our involvement in physical activity?	 propose a range of alternatives and test their effectiveness when solving movement challenges, for example: (ACPMP031) > select and implement different movement skills and concepts to be successful in a game and/or physical activity > identify appropriate strategies and/or tactics to influence achievement in games and physical activities > compare different types of movements and identify which ones are easier and harder, eg locomotor, non-locomotor and object control skills use strategies to work in group situations when participating in physical activities identify rules and fair play when participating in physical activities, for example: (ACPMP032)

Stage 1		How can we participate safely and fairly during physical activity?	•	 demonstrate turn-taking and safe sharing of equipment when participating in physical activities and minor games create and participate in games with and without equipment, for example: (ACPMP027) invent games with rules using one or two pieces of equipment use stimuli, eg equipment, rhythm, music and words to create and participate in games
			•	 identify and explore natural and built environments in the local community where physical activity can take place, for example: (ACPPS023) > participate in physical activities in a range of different environments, eg natural, school, local community settings > learn about and participate in culturally diverse physical activities including Aboriginal and Torres Strait Islander games and walking Country as endorsed by the local Aboriginal community
	Healthy, safe and active Lifestyles PD1-6 understands contextual factors that influence themselves and others health, safety, wellbeing	How can I be responsible for my own, and others' health, safety and wellbeing?	•	 describe situations where they are required to make healthy and/or safe decisions, for example: identify and participate in opportunities that could encourage themselves and others to be physically active at school, home and in the community, eg outdoor recreation activities, moderate-to-vigorous games and activities
	and participation in physical activity PD1-8	How can I act to help make my environments healthy, safe and active?	•	 explore actions and opportunities to promote and celebrate healthy, safe and active living, for example: explore the benefits of regular physical activity to health and wellbeing
	participates in a range of opportunities that promote physical activity	What influences my decisions and actions to be healthy, safe and physically active?	•	 examine contextual factors that influence their own and others' decisions and behaviours, for example: ➤ explore influences on participation in physical activity, eg enjoyment, individual versus partner activities, ability, friendship, challenge

Stage	Movement Skill and		
Stage 2	Movement Skill and Performance PD2-4 performs and refines movement skills in a variety of sequences and situations PD2-5 applies strategies to solve movement challenges PD2-11 combines movement skills and concepts to effectively create and perform movement sequences	How can we move our bodies to perform skills in different ways?	 perform and refine movement skills in a variety of movement sequences and contexts, for example: perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game, eg swerving, sidestepping, running, dodging, skipping, hopping, jumping, landing, balancing, swinging, climbing, rolling explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games demonstrate variations of force and speed in movement, eg slow, fast, light, strong, sudden, sustained, using the body and objects perform fundamental movement skills to demonstrate weight transference in different physical activities, eg sidestepping or running backwards perform routines that connect movements, eg using rolling actions, weight transferring, flight, landing and balancing to explore centre of gravity and stability participate and use equipment in a variety of games and modified sports adapt movement skills to improve accuracy and control in a variety of contexts
			 movement sequences, for example: combine elements of space, time, objects, effort and people when performing movement sequences (ACPMP047) combine locomotor and non-locomotor movement to create and perform
			 movement sequences vary a simple sequence by applying movement concepts to create a new
			sequence
			create and perform movement sequences that vary in shape, size, direction, level, speed and flow, eg rhythmic and expressive activities, individual/group/team physical activities
		How can we demonstrate our understanding of movement to solve challenges?	 pose questions, test solutions and use problem-solving strategies to solve movement challenges, for example: apply movement skills and respond to feedback to solve movement challenges pose questions to others as a strategy for solving movement challenges

	How can we include others in physical activity?	 > test alternative responses to movement challenges and predict the success or effectiveness of each, eg create space, positional awareness in games > draw on and apply prior knowledge, feedback and skills to solve movement challenges > identify how to modify plans within a game to achieve success > participate in physical activities which require problem-solving and persistence to achieve a goal > plan and perform strategies and/or tactics to be successful in tag and dodge games > demonstrate movement concepts and strategies to create scoring opportunities adopt inclusive practices when participating in physical activities, for example: (ACPMP048) > use interpersonal skills to complete a movement task, eg a partner balance, partner passing strategy or team strategy > work collaboratively with team members to maintain possession in a game > modify physical activities to ensure that everyone is included, eg changing equipment, rules or playing space apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities participate in physical activities from their own and other cultures, for example: (ACPMP108) > participate, with cultural guidance and endorsement, in Aboriginal and/or Torres Strait Islander dances and games > learn and participate in games from diverse cultures and teach the class how to play them
Healthy, Safe and Active Lifestyles PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity	How can I contribute to promote healthy, safe and active communities?	 describe how their own and others' skills and strategies contribute to healthy and safe outcomes in a variety of situations, for example: explain how their level of skill can influence their participation in games and physical activities recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example: describe factors that have an impact on participation in physical activity and develop plans to increase their own and others' physical activity levels

PD2-8 investigates and participates in		•	 identify and practise strategies to promote health, safety and wellbeing, for example: (ACPPS036) ➢ recognise practices that prevent lifestyle disease and support their own and
physical activities to promote the benefits of physical activity on health and wellbeing PD2			others' health, eg balanced eating habits, participation in physical activity
on health and wellbeing PD2	How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?	•	 suggest and apply strategies that help to create a healthy, safe and active environment for themselves and others, for example: recognise how regular physical activity promotes healthy and active communities and access opportunities to be active while they are at home and at school promote positive health, safety and physical activity messages within their school using various forms of ICT tools, eg multimedia presentations, online collaboration tools analyse patterns of physical activity over time using ICT tools to record and propose changes to daily routines to reduce sedentary behaviour and increase physical activity levels perform physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing, for example: create and participate in a physical activity designed to develop understanding of the health-related fitness components, eg fitness circuit, fun run, aerobics, obstacle course perform and describe a range of physical activities that explore health, fitness and skill benefits, eg stretching and warm-up techniques describe the interrelationship between regular physical activity and levels of fitness and health
		•	 examine the effects of physical activity on the mind and body, for example: investigate the influence and benefits of regular physical activity on feelings of satisfaction and achievement, sleep, concentration and wellbeing
			 participate in physical activities in natural environments in the local area and reflect on the enjoyable components of participation, eg outdoor recreation recognise the physical, social and emotional benefits of participating in a new
			game or sport, eg individual/group/team physical activities, cultural games
			investigate the physical activities people engage in to improve or maintain their health, wellbeing and fitness using ICT tools to collect and collate information

Stage	Movement Skill and		 perform and refine movement skills to a variety of situations, for example:
3	Performance PD3-4	How can we adapt and perform movement skills in different situations?	 perform and refine movement skins to a variety of situations, for example. vary locomotor movement patterns to cater for variations in movement, eg sprinting, distance running, sidestepping, dodging and defensive/offensive game skills
	adapts movement skills in a variety of physical activity contexts		 adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control transfer sequence of locomotor and non-locomotor movements, eg floor to
	PD3-5 proposes, applies and assesses		apparatus, mini trampoline to vault, balance beam, swing and land
	solutions to movement challenges		adapt movement skills to perform own or set movement sequences with consistency
	PD3-11 selects, manipulates and		use feedback to modify and adapt performance as a result of practice, peer and self-assessment, eg video recording to provide feedback on performance
	modifies movement skills and concepts to effectively create and perform movement sequences		 practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMP061) jumping, hopping or stepping with control for height and/or distance, eg long, high or triple jump
			apply locomotor and stability skills to create deception in different movement situations, eg dodging, faking a pass, field/court positioning
			refine object control skills to perform specialised movement patterns related to a variety of games and sports, eg bowl/pitch, shoulder pass, chest pass, bounce pass, forehand, backhand strike, serve, punt, drop kick, tag/touch
			apply kicking, striking and throwing skills to propel an object for accuracy and/or distance to maintain possession and/or implement strategies in games and sports, physical activities
			compose and perform a range of complex static and dynamic balances on different body parts individually and/or with a partner or small group
			design a sequence of passes between teammates to maintain possession or move a piece of equipment from one point to another
			perform physical activities that involve a transition from one skill to another, eg from dribbling to shooting, leaping to balancing, running and passing, running to kicking
			use, with cultural guidance and endorsement, different stimuli and music genres when performing creative dances from a range of cultures, eg Aboriginal and/or Torres Strait Islander and Asian cultures

How can we use strategies and tactics to create solutions to movement challenges?	 manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: demonstrate an understanding of how to adjust the force and speed of an object to improve accuracy and control, eg throw, catch, dribble, strike, kick, trap/pass create a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time work with a partner to explore pushing and pulling movements and how these can be manipulated to perform counterbalances appraise the quality of movement in order to modify and improve performance apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: recognise and consider a number of solutions to movement challenges and justify which solution is most appropriate or effective apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences demonstrate defensive and offensive play in modified games propose and apply movement concepts and strategies to perform movement sequences at different levels using different types of equipment implement tactics which account for their own strengths and the strengths of others in group and team activities explain the rationale for particular rules, strategies and tactics in individual/group/team physical activities, games and sports
How can we work with others to build positive relationships during physical activity?	 participate positively in groups and teams by encouraging others and negotiating roles and responsibilities participate in physical activity from their own and others' cultures and examine how involvement creates community connections and intercultural understanding, for example: research and participate in different culturally diverse physical activities that people in other countries play

Healthy, Safe and Active Lifestyles PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable	How responsible am I for my own and others' health, safety and wellbeing?	 recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community, for example: explore initiatives that challenge stereotypes and create safe and inclusive schools for minority groups, eg peer support, modify games or activities to include people with disabilities recognise how regular physical activity and movement situations promote enjoyment and positive outcomes for participants, for example: observe and explain how individual strengths and teamwork contribute to
		achieving success in physical activities
PD3-8 creates and participates in physical activities to promote		 examine the benefits of physical activity to social health and mental wellbeing understand the contribution of different roles and responsibilities in games and physical activities
healthy and active lifestyles		 participate safely and positively in groups and teams by encouraging others and negotiating roles and responsibilities during physical activity, eg initiative/challenge physical activities (ACPMP067)
		 discuss how safe participation in outdoor activities creates connections to natural and built environments (ACPPS059)
		 explain how access to natural and built environments can help or hinder participation in physical activities
	What actions positively	 investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example
	influence the health, safety and wellbeing of my community?	monitor and plan for action to meet recommendations for daily physical activity and screen time
		• implement actions to maintain and improve the quality of an active lifestyle, for example:
		 propose and participate in opportunities to increase their health and fitness levels at school and at home, eg walking, playing sport
		demonstrate protective strategies that promote safe participation in physical activities, eg warm-up, cool-down, skills practice
		 recognise barriers to participation in physical activity and devise strategies to achieve personal active lifestyle goals
		interact with people who can help them improve their fitness levels, game play or sport skills, eg peers

 examine the role of physical activity in promoting health and wellbeing, for example: compare the reasons people choose physical activities that support them to stay fit and healthy analyse the influence of physical activity on health-related and skill-related components of fitness
 participate in physical activities designed to address fitness and health goals (ACPMP064)
 explore strategies to overcome participation in physical activity for individuals and groups, including people with disabilities